**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade: 1** | | | **Date(s)**: |
| **Unit Title:**  Wanted! A Few Good Friends (Unit 1) | | | **Corresponding Unit Task:**  **Task 2** | | |
| **Essential Question(s):**   * Why is it important for good readers, writers, and speakers to remember the important details when retelling a story, poem, or informational text? * How do illustrations help good readers locate and remember the important details in a story? * How does using capital letters at the beginning of a sentence and correct punctuation at the end of a sentence help writers communicate their ideas more clearly? | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**   * The Best Friends Book by Todd Parr * Chart paper * Markers * Several types of fruit * Large bowl * Serving spoon * Spoons and bowls * Ipads * Journals * pencils | | | | **punctuation -**  Marks used at the ends of sentences that show whether the sentence is a statement, a question, a statement with emotion, or a command.  **key details –** The important details in narrative text that are critical to the process of moving the plot of a narrative text forward. Key details support the main idea and should be included when summarizing the story. In expository text, key details include important words and phrases in a text that are worth noting and remembering.  **character traits –** The details in a story that describe the personal qualities or attributes of characters that make them special. Character traits include *likes, dislikes, habits, behaviors, values, physical appearance, sense of humor,* etc. Good authors include clues in the text to help define the traits of individual characters. | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading/Speaking and Listening**  **Standards:**  **RI.1.1**: Ask and answer questions about key details in the text.  **RI.1.2**: Identify the main topic and retell key details of the text.  **RI.1.4**: Ask and answer questions to help determine or clarify the meaning of words and phrases in the text.  **SL.1.2**: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  **I Can Statement(s):**I can ask and answer questions about key details in an informational text. I can retell key details of the text. I can ask and answer questions to help me figure out the meaning of words and phrases in the text.  **Instructional Plan:**   * Show the Gaggle Tube clip of Todd Parr reading The Best Friends Book. * Read aloud the story, The Best Friends Book by Todd Parr. * Model think aloud about the meaning of the words and phrases on the first page be sure to specifically identify the character trait that the author is talking about. * Break students into small groups and assign each group one page to discuss the meaning of words and phrases on that page. Have students specifically identify the character trait that the author is talking about. Give them about 3-5 minutes for this discussion. * Gather together as a class and have groups share the character trait that they figured out for their page. Add these traits to your graphic organizer from yesterday. If they are repeated, mark them in some way. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing/Word Study**  **Standards:**  **W.1.8**: With guidance and support from adults, recall information from experiences or gather information from provided sources (e.g., books, computers) to answer questions.  **L.1.1 -** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Print all upper- and lowercase letters.   **L.1.2** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Capitalize dates and names of people. 2. Use end punctuation for sentences. 3. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 4. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.   **I Can Statement(s):**  I can use my experiences and resources to create a recipe for friendship. I can capitalize words at the beginning of each of my sentences. I can use proper punctuation at the end of each of my sentences. I can use my strategies to spell words to the best of my ability.  **Instructional Plan:**   * Using our graphic organizer, discuss which character traits were repeated on more than one day. * Use these character traits to write a recipe for “friendship salad.” * Make the friendship salad, facilitating a discussion as you go. (directions below) * <http://teacherweb.com/MO/MillsElementary/MrsBondsFantasticFirstGraders/Friendship-Salad.pdf> * Enjoy your salad together * Have children write a journal entry “My favorite part of our friendship salad was \_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_.” | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  **I Can Statement(s):**  **Instructional Plan:** | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:**  **I Can Statement(s):**  **Instructional Plan:** | | | | |
| **Closing/Summarizing Strategy** | Allow three students to share their journal entry with the class. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| * make a correlation between the fruit you chose as your favorite and the character trait it represents. | | * In small group setting or one on one discuss with students which character traits they think are most important in being a good friend. | | |  |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Teacher observation | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*